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ABSTRACT

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional management. The purpose of the module is to help instructors establish and maintain a procedure for attending to the first aid needs of their students. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, case situations, and self-checks or checklists. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

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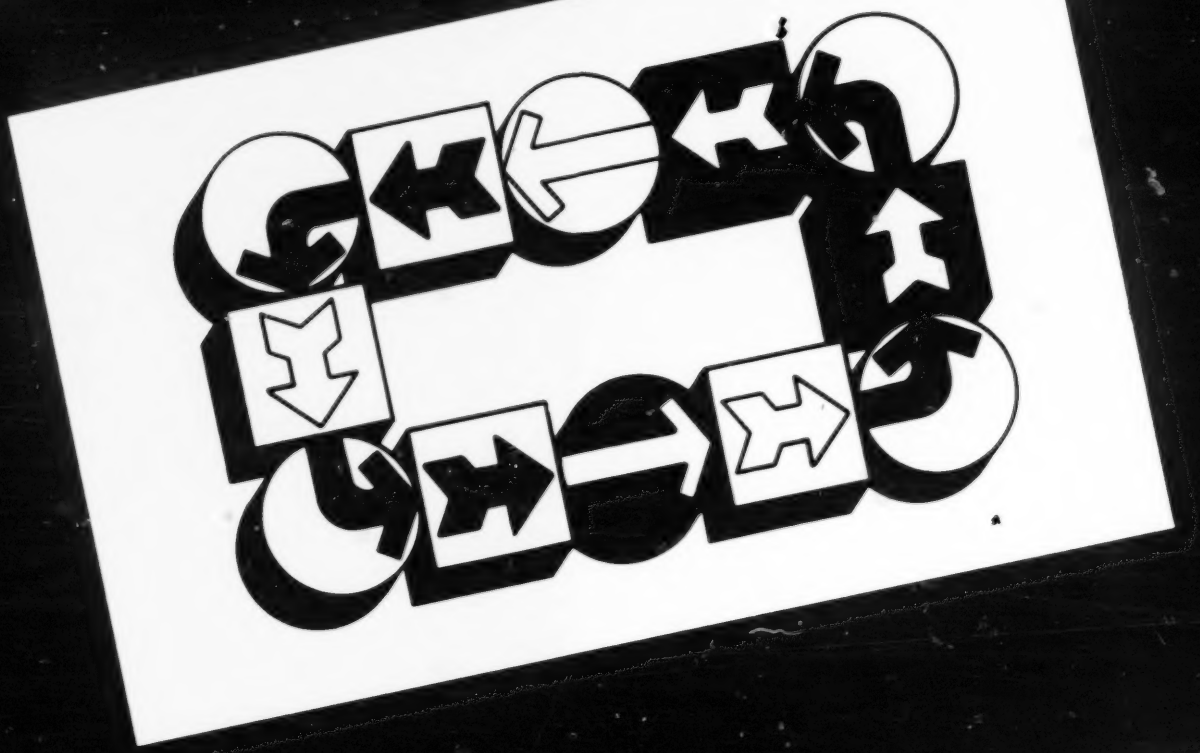
Provide for the First Aid Needs of Students

Second Edition



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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith Jr. for supervision of the module production process.

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

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- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
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- Conducting leadership development and training programs.

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The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE E-6

Provide for the First Aid Needs of Students

Second Edition

Module E-6 of Category E—Instructional Management
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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INTRODUCTION

"An ounce of prevention is worth a pound of cure" is an old saying that applies to safety. As a vocational-technical teacher, you must be constantly aware of correct safety practices. You must be diligent in your supervision of students assigned to hazardous equipment in your classroom or laboratory. **Preventing** injury is your personal and professional responsibility.

But, you must also be prepared for the unexpected. What would you do if a student caught his/her hand in a metal lathe? What if one of your students fell and was knocked unconscious? Could you act quickly and reliably in an emergency? The few minutes while you wait for a doctor or ambulance could be critical to a student who is injured.

Each state and each educational institution has laws and regulations governing the administration of first aid by nonmedical personnel. You should be well aware of these regulations as they apply to your function in administering first aid to your students. The first aid procedures that you establish in your occupational program should be based on these regulations and school policies.

This module is designed to help you establish and maintain a **procedure** for attending to the first aid needs of your students. It is **not** a course in medicine or first aid, but it will help you get acquainted with the basics of first aid. In order to be adequately prepared to provide for the first aid needs of your students, you should take this module in conjunction with a course in emergency first aid care.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, provide for the first aid needs of students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 29 (*Learning Experience IV*).

Enabling Objectives

1. After completing the required reading, demonstrate knowledge of the steps involved in organizing a procedure for providing for the first aid needs of students (*Learning Experience I*).
2. After reviewing state and local policies and consulting with experienced educators regarding the administration of first aid in the school environment, plan a procedure for providing for the first aid needs of students in your occupational specialty (*Learning Experience II*).
3. Given case situations describing student injuries, outline the steps to follow in providing emergency treatment for each situation described (*Learning Experience III*).

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Required

Reference: The American National Red Cross. *Standard First Aid and Personal Safety*. Second Edition. Garden City, NY: Doubleday and Company, 1979.

Optional

A Red Cross first aid course in which you may enroll.

Learning Experience II

Required

State and local laws governing the administration of first aid by nonmedical school personnel that you can review.

A school administrator or nurse, knowledgeable about first aid policy, with whom you can consult.

A teacher, experienced in organizing a first aid procedure, with whom you can consult.

A presentation on first aid, given by a resource person or other expert, that you can attend.

Learning Experience III

Required

A resource person to evaluate your competency in planning for emergency treatment.

Learning Experience IV

Required

An actual teaching situation in which you can provide for the first aid needs of students.

A resource person to assess your competency in providing for the first aid needs of students.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

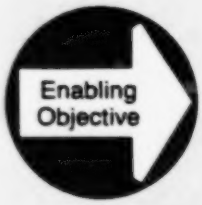
The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW



After completing the required reading, demonstrate knowledge of the steps involved in organizing a procedure for providing for the first aid needs of students.

You will be reading the information sheet, Establishing a First Aid Procedure, pp. 6–9.

You will be reading appropriate sections of the following reference: American National Red Cross, *Standard First Aid and Personal Safety*.

You may wish to complete a Red Cross first aid course.

You will be demonstrating knowledge of the steps involved in organizing a procedure for providing for the first aid needs of students by completing the Self-Check, pp. 10–12.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 13.

Activity 1

When accidents, injuries, or health problems occur in the vocational-technical classroom or laboratory, appropriate and immediate action is required. For information describing the steps involved in organizing a first aid procedure in a vocational-technical program, read the following information sheet.

ESTABLISHING A FIRST AID PROCEDURE

As an instructor, your responsibility for attending to the first aid needs of students is twofold. First, you **must** acquire the first aid training needed to give temporary care to sick or injured students. Every vocational-technical teacher should complete a first aid course in order to be able to provide emergency help to students and to protect him/herself legally.

The extent of training required usually differs from one school situation to another. Regardless of the requirements of your institution, however, you need to have a reasonable level of competence in giving students basic temporary care. This care includes such things as knowing how to keep an injured person warm and knowing how to apply a tourniquet. You can acquire the **background** you need to have in order to apply temporary care by reading the reference, *Standard First Aid and Personal Safety*. You can acquire the **skill** you need in order to actually provide first aid only by completing a first aid and safety course.

The second responsibility, which is addressed in this information sheet, is to organize and maintain a first aid procedure in your vocational-technical program. The first aid procedure that you establish must reflect the unique needs and characteristics of your institution. Since each school situation is different, very few procedures are standardized. Therefore, what works in another school may not work for your school.

The following sections describe the steps involved in establishing and maintaining a procedure for attending to the first aid needs of students.

State and Local First Aid Policy

Every educational institution will have a slightly different approach to providing first aid for its students. The basis for such variations can be traced, in part, to state and local first aid policy. These regulations may be broad (e.g., specifying the first aid training required for school personnel) or quite detailed (e.g., specifying the number of first aid kits to be installed in the school building). An analysis of these policies can help you establish the extent of responsibility you will have in your occupational program.

Assume, for example, that you were to start a new job in a school that required all teachers who administered first aid to have a certificate. What would you do if you did not have such a certificate? In this situation, you would have to depend on other sources to give first aid treatment to your students or enroll in a course yourself.

The institution's policy, in this instance, makes it clear who will be responsible for first aid and the amount of training required. Therefore, a thorough examination of state and local first aid policies can help you (1) determine the extent of your responsibility for first aid care, (2) establish a first aid procedure, and (3) maintain the necessary first aid supplies and equipment.

To determine your school's first aid policies, you may wish to contact an administrator, the school nurse, or the health services office. After determining the school policies that will affect your first aid procedure, as well as the first aid procedure you will implement in your program, you should obtain administrative approval of your plans.

Procedures for Emergencies

In the event of serious injury or illness in your program, immediate attention must be given to the student. This usually includes (1) administering emergency care, (2) notifying parents (at the secondary level) and the school administrator, and (3) transporting the student to his/her physician. In the case of adult students, a family member usually needs to be notified only if the individual is unable to do this him/herself.

Reading sources such as *Standard First Aid and Personal Safety* and completing a first aid course will provide you with knowledge and skill in administering basic emergency care. However, there are several additional considerations. The first consideration is that you may have students who might have an **allergic reaction** to certain first aid procedures or who have **religious beliefs** (e.g., Christian Scientists) prohibiting medical treatment. You must know these facts and plan your emergency procedures accordingly.

Another consideration relates to any state and local policies that regulate the types of first aid to be administered by school personnel. These regulations have **legal implications**. That is, failure to operate within policy boundaries could result in legal action being brought by a parent or student against the teacher. A plan for emergency treatment should, therefore, reflect this concern.

A third consideration in planning emergency treatment is the **first aid preparation of other school personnel**. For example, in some school situations, a full-time nurse is available. Every effort should be made to use his/her specialized training in emergency situations and to meet all other first aid needs. In addition, it is possible that other instructors may have more intensive first aid training through previous employment or military service. Such individuals could vastly improve the potential effectiveness of a first aid program.

Each step involved in an emergency situation requires careful planning. Parents of secondary school students, for example, should be notified as soon as possible, but care should be taken to avoid undue panic or excitement. This can be accomplished by giving parents specific details, not just a message that "your child is sick or injured."

A phone call to the appropriate physician, hospital, or clinic cannot be quickly made if telephone numbers are carelessly dropped in out-of-the-way places. In an emergency situation, every second counts, so you should take care to locate important phone numbers in conspicuous places (e.g., on the first aid kit or on the office phone).

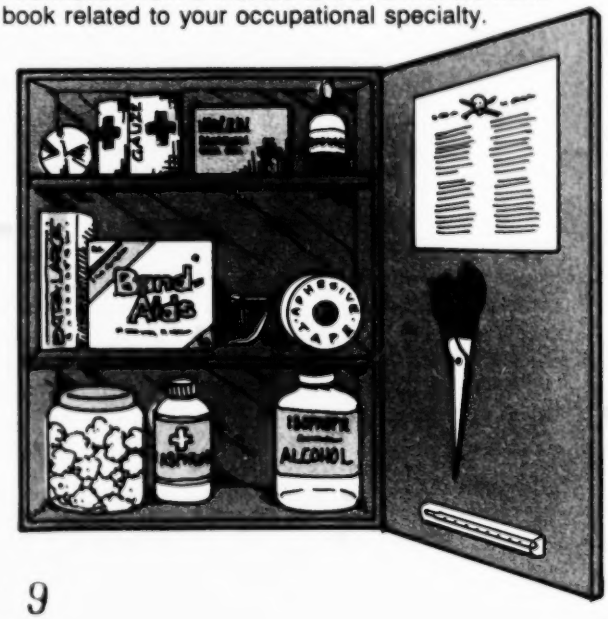
Most school systems have some guidelines for determining the physician or medical facility to be contacted. Location of the school or parental preference could necessitate calling one designated medical facility, or even one physician, for all emergencies. Whatever the case, such details should be worked out before classroom or laboratory activities begin. You should know in advance exactly where the physician's office or the medical facility is located and should have mapped out the best route to get there.

On the other hand, the policy at your school may dictate that an emergency squad be called in cases of emergency. These squads generally respond very quickly, and the paramedics on the squads have the skill and equipment to provide immediate first aid both on the scene and on the way to the hospital or other medical facility.

Emergency Supplies

Another important dimension of your plan for emergencies involves purchasing and storing first aid supplies. The factors that determine the kinds and amounts of supplies needed are (1) state and local first aid policies and (2) your knowledge of possible injuries that could occur in your area of specialty. A commercial baking program, for example, should have supplies to treat burns. A diesel mechanics program should have supplies to treat lacerations. And an industrial electricity program should be prepared to treat shock.

Without good planning, you might find yourself with ten rolls of adhesive tape but without the right size of gauze to treat a cut in an emergency. To find out what supplies are needed for your first aid program, you may wish to contact your school nurse or the college health service. You may also obtain this information from a first aid text or a first aid handbook related to your occupational specialty.



Once appropriate supplies are obtained, it is equally important to locate them in a place that can be quickly and easily reached. An additional responsibility for first aid supplies is to give specific instruction concerning who will use them. Students may get embarrassed when they have suffered a careless injury and may try to administer first aid on their own. First aid supplies should **not** be available for this purpose. Each student should be aware that **only** the teacher or other qualified person (e.g., school nurse) is authorized to use first aid supplies, especially in an emergency situation.

Recording and Reporting Accidents

In vocational-technical programs where safety is effectively emphasized, there are usually few injuries to be reported, except for the occasional scratch or minor cut. These minor injuries often go unnoticed and unrecorded. The most common reasons for this are that (1) students do not care to reveal that they were careless and (2) teachers sometimes take the time only to report accidents causing serious injury and consider a report of a small scratch "busywork." However, **no injury should be ignored**. Even something as trivial as a skin puncture caused by a sharp pencil can have serious consequences.

You should encourage students to **report all accidents**, and you should maintain a record of each because (1) accurate records of injuries can be used to improve safety instruction and reduce those accidents; (2) a full account of injuries could be useful in the event of later litigation; (3) encouraging students to report all accidents increases their safety consciousness; and (4) accurate reports of accidents can be given to the National Safety Council. (This organization publishes facts about accidents on a national basis, and these facts can be used to improve safety instruction and thereby improve upon your institution's safety record.) Students should be made aware that the success or failure of the first aid procedure depends on their cooperation in reporting all accidents, major or minor.

Usually, each school or college administration will provide guidelines for reporting and recording injuries in your program. The guidelines generally include specifications regarding the content of each report and the form for recording the report. The National Safety Council can provide teachers with guidelines if the school does not have established procedures. Sample 1 is an example of an individual accident report form. Each school may have a different form to use, depending on the state and local first aid policies and other characteristics unique to each situation.

First Aid Instruction for Students

The successful organization and maintenance of a first aid procedure requires the cooperation and participation of many people (i.e., administrators, physicians, students, other teachers, and the parents of secondary students). Student participation is usually fostered through carefully planned instruction.

In fact, student involvement constitutes a major portion of the first aid responsibility of instructors in vocational and technical programs. It is essential that **all** students become aware of **each step** in the first aid procedure and their **role** in the execution of that procedure. An emphasis on first aid in school programs could also help students develop an appreciation for proper first aid treatment for all kinds of injuries.

Students should receive instruction in how the first aid procedure will be **organized** and **maintained**. They should be instructed in the following matters:

- Person responsible for administering first aid treatment
- Location of the first aid kit and its contents
- Emergency first aid procedure and the part they must play in case of personal injury
- Location of information, such as important phone numbers
- Emergency steps

After students have received such instruction, you should post reminders of important steps around your facility.

Any emergency procedure you develop should include plans for the **continued supervision** of other students in the class while you are attending to the injured student, notifying parents, arranging for any additional care required, and so on. For example, you may appoint a student to automatically organize students in another area of the room if an emergency occurs. Instructing students in the emergency first aid procedure should include a discussion of how this supervision will be accomplished.

In addition, students should receive instruction that helps them become aware of the potential dangers connected with laboratory activities and the method of treating various injuries should they occur. There is evidence that a student's attitude toward safety is directly related to his/her consideration of the inherent danger of working situations.

SAMPLE 1

STUDENT ACCIDENT REPORT FORM

_____
Name of Student

Date of Accident: _____ Time of Accident: _____

Home Address: _____

School and Department: _____

Description of Accident: _____
_____
_____
_____
_____

Type of Laboratory: _____

Did the injury become infected? _____ Yes _____ No
Number of days absent as a result of the injury: _____
Was the injury treated by a doctor? _____ Yes _____ No
Suggestions for how the accident could have been prevented:
_____
_____
_____

For information concerning the kinds of first aid care required for various injuries, obtain a personal copy of the American National Red Cross publication, *Standard First Aid and Personal Safety*. Select sections to read that deal with first aid care applicable to your occupational specialty. As you read, identify the steps to follow in providing emergency and first aid care before medical treatment is administered.

In order for you to meet the first aid needs of your students effectively, it is **highly recommended** that you receive first aid training from a qualified instructor. You may wish to enroll in a Red Cross first aid course or to ask your resource person to invite a qualified first aid instructor to your school or college to present a course to you and a group of your peers.

You may contact your local Red Cross office to identify dates when these courses will be held or to locate a qualified instructor. Upon completing the first aid course, you will be eligible to rent Red Cross films, which you can view to reinforce your knowledge of first aid practices or to instruct your students.

Your resource person may require you to complete this activity since **first aid skills must be learned through practice**.

The following items check your comprehension of the material in the information sheet, Establishing a First Aid Procedure, pp. 6–9, and in *Standard First Aid and Personal Safety*. Each of the seven items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. How would you define *first aid*?

2. In addition to knowing what to do in case of an accident, how can students benefit from first aid instruction?

3. Outline the tasks you would complete to develop a plan for first aid care in your vocational-technical program. The steps need not represent the order in which you would execute them.

4. Assume that your school or college has just hired a highly trained school nurse. What changes would you expect to make in your first aid procedure? Explain your reasons.

5. Why is it important for you to keep accurate and complete safety records?

6. Why does a laboratory that uses the best possible accident prevention program need a planned first aid procedure?

7. What specific first aid skills do you need in order to meet the needs of students in your occupational program effectively?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. *First aid* can be defined as the treatment, both immediate and temporary, that is given to an ill or injured person **before professional treatment** is applied. In other words, it is the first attempt to help a victim involved in an accident or stricken with sudden illness.

2. An important benefit of a student's first aid knowledge is that it reinforces his/her safety consciousness. That is, knowledge about the kind and magnitude of injuries that could occur in a given situation tends to sharpen one's desire to avoid those injuries.

3. The establishment of a workable first aid procedure should include the following steps:

   - Identifying state and local policy regarding the administration of first aid
   - Gaining administrative approval of first aid procedures
   - Giving students first aid instruction
   - Posting signs describing important first aid information
   - Planning how students will be supervised when you are attending to an injured student
   - Locating a first aid kit in a convenient place
   - Obtaining appropriate first aid supplies
   - Identifying steps to follow in case of an emergency—an accident or sudden illness
   - Placing emergency telephone numbers of doctors and hospitals in an accessible location
   - Identifying a procedure for notifying parents or guardian, if appropriate
   - Using other first aid services within the school (e.g., school nurse)

4. In view of the fact that a nurse is highly trained in medical treatment, it would be logical to depend on that person to administer first aid treatment where possible. In addition, this person could assist you in improving the first aid procedure you have implemented in your program. The nurse could also assist with or provide for student instruction in first aid.

5. No accident, **regardless of severity**, should go unrecorded. It is important for you to keep accurate and complete safety records of each accident that occurs, both for your own safety and that of your students. These records can help you improve and develop your safety program in order to further reduce accidents.

   Records can also be part of your defense in the event that a parent or student chooses to bring a legal case against you because of an accident. Even the slightest accident, such as stapling a finger, can have a potentially harmful result. Therefore, you should record all first aid care you administer. Safety records may also be given to the National Safety Council as part of statistical data-collection efforts.

6. Even the best program of safety can't prevent the occasional accident or sudden attack of illness. Since accidents do happen on occasion, in spite of a good safety program, it is just sound judgment to be ready for the unexpected.

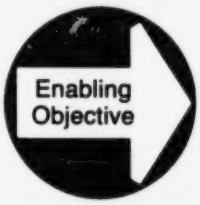
7. There is no one correct response for this question. Your answer should reflect a consideration of the type of equipment, materials, tools, and so on, that your students use and the type of work they engage in while in your vocational-technical program.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing a First Aid Procedure, pp. 6–9, or in *Standard First Aid and Personal Safety*, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW



After reviewing state and local policies and consulting with experienced educators regarding the administration of first aid in the school environment, plan a procedure for providing for the first aid needs of students in your occupational specialty.

You will be determining the regulations, policies, and procedures structuring the provision of first aid in educational institutions by reviewing state and local laws; consulting with a school administrator, nurse, or teachers in your occupational specialty; or attending a presentation by your resource person or other expert.

You will be planning a procedure for providing for the first aid needs of students in your occupational specialty.

You will be evaluating your competency in planning a first aid procedure, using the First Aid Planning Checklist, p. 17.

Determine the regulations, policies, and procedures structuring the provision of first aid in educational institutions at the level at which you are or will be teaching by completing two or more of the following activities:

- Review local and state regulations that govern the administration of first aid by nonmedical personnel in school situations. Your resource person may have copies of this information available. If not, write or call your state department of education to request information on these regulations or to find out the appropriate sources to contact for the information. Outline the highlights of these regulations as they apply to your occupational specialty.
- Arrange through your resource person to meet with a school administrator or nurse who is knowledgeable about first aid policy. During this meeting, discuss the first aid policies that have been implemented in this person's school and seek advice on how to establish a first aid procedure in your occupational specialty. You might present one to three examples of possible situations requiring first aid treatment that might occur in your occupational specialty and ask what policies govern each hypothetical situation.
- Arrange through your resource person to meet with a teacher in your occupational specialty who is experienced in establishing and maintaining a first aid procedure. Discuss the procedure he/she has implemented, asking such questions as the following:
  - What provisions have been made for supervising students in case of an emergency?
  - Where are emergency phone numbers kept?
  - Is he/she certified by the Red Cross?
  - What types of injuries is he/she prepared to treat?
- Attend a presentation by your resource person or other expert concerning first aid policies and procedures.

Prepare in writing a complete plan for providing for the first aid needs of students in your occupational specialty. You should base the content of your plan on the following:

- State and local policy that regulates the first aid responsibility of nonmedical school personnel
- Insight gained through contact with persons experienced in first aid procedures
- Your knowledge of your occupational specialty (e.g., type of work students are involved in, type of equipment and materials used) and an awareness of the types of injuries you should be prepared to treat

After you have developed your plan, use the First Aid Planning Checklist, p. 17, to evaluate your work.

FIRST AID PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

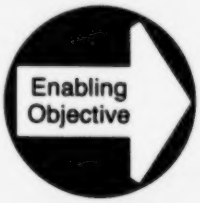
	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The plan made provision for:				
1. administering emergency treatment in case of serious injury	☐	☐	☐	☐
2. purchasing appropriate first aid supplies and equipment	☐	☐	☐	☐
3. storing first aid supplies in strategic locations	☐	☐	☐	☐
4. instructing students on the first aid procedure	☐	☐	☐	☐
5. using first aid services within the school (e.g., the school nurse)	☐	☐	☐	☐
6. identifying the appropriate physicians, emergency squads, or hospitals to contact	☐	☐	☐	☐
7. notifying parents and administrators in case of serious injury (if appropriate)	☐	☐	☐	☐
8. locating emergency phone numbers in conspicuous places	☐	☐	☐	☐
9. posting appropriate first aid information (notices) in the classroom and laboratory	☐	☐	☐	☐
10. recording the essential details of an injury	☐	☐	☐	☐
11. incorporating state and local policies regarding the administration of first aid in the school environment	☐	☐	☐	☐
The plan:				
12. included a detailed list of all first aid supplies needed	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Establishing a First Aid Procedure, pp. 6–9, revise your plan accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

OVERVIEW



Given case situations describing student injuries, outline the steps to follow in providing emergency treatment for each situation described.

You will be reading the Case Situations, pp. 20–22, and outlining the steps to follow in providing emergency treatment for each situation described.

Your competency in outlining the steps to follow in providing emergency treatment will be evaluated by your resource person, using the Emergency First Aid Care Checklist, pp. 23–25.

The following case situations describe four incidents in which students sustained injuries in school facilities. Read the case situations and then **describe in writing** the step-by-step first aid procedures you would use in handling each situation. Keep in mind that the procedures should reflect your own state and local regulations regarding administration of first aid by school personnel.

CASE SITUATIONS

Case Study 1:

Jennifer and Gale are making Christmas candy in a home economics class. They are eager to finish the candy (and eat it!), so they have turned the burner up all the way. One of their friends, Sally, stops by to chat, and while they are distracted, the candy catches fire. Sally notices the fire and runs over to pull the pan off the burner, and the boiling candy spills onto her arm. You hear the commotion and run into the lab just in time to see Sally spill the candy on herself. The candy is still flaming. What would you do?

Case Study 2:

Your classroom faces a plaza, and on either side of the outside door are roll-out type windows with steel casements that are cranked open onto the plaza. The bell to dismiss class rings, and Saul rushes through the outside door and bangs his head against the corner of the window. You run out and find him knocked unconscious, with a large gash in his forehead that is bleeding profusely. What would you do?

Case Study 3:

Jeremy is machining a piece on a lathe. You are nearby in the process of demonstrating how to use an electric arc welder. You hear a shout, and when you look up, you discover that the student's sleeve had been caught in the lathe and his arm is battered. What would you do?

Case Study 4:

Tiffany has built a display case. After completing it, she decides to install small lights behind the decorative molding around the inside edges. For better visibility in the cramped space, she removes her safety glasses. Then she begins soldering the electrical connections. When she is working on the top side of the case, a speck of hot solder falls down into her eye. You can see a burn in the eyeball and the solder speck floating around under the lid. What would you do?

After you have outlined the steps to follow in providing emergency treatment, arrange to have your resource person review and evaluate your outlines. Give him/her the Emergency First Aid Care Checklist, pp. 23–25, to use in evaluating your work.

EMERGENCY FIRST AID CARE CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Case Study 1:				
1. The emergency procedure includes provisions for accomplishing the following:				
a. immediate action to stop the flames	☐	☐	☐	☐
b. immediate action to treat second- or third-degree burns	☐	☐	☐	☐
c. immediate action to prevent shock	☐	☐	☐	☐
d. prompt notification of parents (if appropriate) and school or college officials	☐	☐	☐	☐
e. prompt notification of designated physician or medical facility	☐	☐	☐	☐
f. immediate preparation for transporting the injured to a doctor	☐	☐	☐	☐
2. The procedure conforms to state and local policy for the administration of first aid by school personnel	☐	☐	☐	☐
3. The emergency procedure includes plans for recording pertinent details of the accident	☐	☐	☐	☐
4. The emergency procedure includes plans for continued supervision of other students in the class	☐	☐	☐	☐
Case Study 2:				
5. The emergency procedure includes provisions for accomplishing the following:				
a. immediate action to check for breathing	☐	☐	☐	☐
b. immediate action to stop the bleeding	☐	☐	☐	☐
c. immediate action to give first aid for unconsciousness	☐	☐	☐	☐
d. prompt notification of parents (if appropriate) and school or college officials	☐	☐	☐	☐
e. prompt notification of designated physician or medical facility	☐	☐	☐	☐
f. immediate preparation for transporting the injured to a doctor	☐	☐	☐	☐

	N/A	No	Partial	Full
6. The emergency procedure conforms to state and local policy for the administration of first aid by school personnel	☐	☐	☐	☐
7. The emergency procedure includes plans for recording pertinent details of the accident	☐	☐	☐	☐
8. The emergency procedure includes plans for continued supervision of other students in the class	☐	☐	☐	☐
Case Study 3:				
9. The emergency procedure includes provisions for accomplishing the following:				
a. immediate action to make the injured person comfortable	☐	☐	☐	☐
b. immediate action to stop the bleeding	☐	☐	☐	☐
c. immediate action to treat wounds and abrasions	☐	☐	☐	☐
d. prompt notification of parents (if appropriate) and school or college officials	☐	☐	☐	☐
e. prompt notification of designated physician or medical facility	☐	☐	☐	☐
f. immediate preparation for transporting the injured to a doctor	☐	☐	☐	☐
10. The emergency procedure conforms to state and local policy for the administration of first aid by school personnel	☐	☐	☐	☐
11. The emergency procedure includes plans for recording pertinent details of the accident	☐	☐	☐	☐
12. The emergency procedure includes plans for continued supervision of other students in the class	☐	☐	☐	☐
Case Study 4:				
13. The emergency procedure includes provisions for accomplishing the following:				
a. immediate action to remove foreign body from the eye	☐	☐	☐	☐
b. immediate action to treat the eye injury	☐	☐	☐	☐
c. prompt notification of parents (if appropriate) and school or college officials	☐	☐	☐	☐
d. prompt notification of designated physician or medical facility	☐	☐	☐	☐
e. immediate preparation for transporting the injured to a doctor	☐	☐	☐	☐

	N/A	No	Partial	Full
14. The emergency procedure conforms to state and local policy for the administration of first aid by school personnel	☐	☐	☐	☐
15. The emergency procedure includes plans for recording pertinent details of the accident	☐	☐	☐	☐
16. The emergency procedure includes plans for continued supervision of other students in the class	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Establishing a First Aid Procedure, pp. 6–9, or in *Standard First Aid and Personal Safety*, revise your procedures accordingly, or check with your resource person if necessary.

NOTES

Learning Experience IV

FINAL EXPERIENCE

In an actual teaching situation,* provide for the first aid needs of students.

As you fulfill your teaching duties, establish and maintain a procedure for attending to the first aid needs of your students. This will include—

- reviewing state, local, and school policies regarding the administration of first aid
- outlining the steps to be followed in first aid emergencies
- making provisions for using first aid services (e.g., school nurse) within the school
- arranging for the first aid supplies needed in the classroom or laboratory
- instructing students in first aid procedures
- supervising the use of all first aid supplies and equipment
- recording all accidents and all first aid care administered

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., two to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review your written procedures and your documentation (e.g., an audiotape of your instruction of students in the use of supplies).

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 29.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in providing for the first aid needs of students.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Provide for the First Aid Needs of Students (E-6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
In providing for the first aid needs of students, the teacher:	N/A	None	Poor	Fair	Good	Excellent
1. planned a first aid procedure that conformed to state, local, and school policy	☐	☐	☐	☐	☐	☐
2. used other school personnel with first aid training	☐	☐	☐	☐	☐	☐
3. located emergency telephone numbers in conspicuous places	☐	☐	☐	☐	☐	☐
4. posted appropriate first aid information (notices) in the classroom and laboratory	☐	☐	☐	☐	☐	☐
5. developed a detailed list of all first aid supplies and equipment needed	☐	☐	☐	☐	☐	☐
6. purchased and maintained the necessary supplies	☐	☐	☐	☐	☐	☐
7. located the first aid supplies in an easily accessible place	☐	☐	☐	☐	☐	☐
8. instructed students in the first aid procedures	☐	☐	☐	☐	☐	☐
9. administered appropriate emergency first aid in case of injury or sudden illness	☐	☐	☐	☐	☐	☐
10. notified parents and school officials in case of emergency (if appropriate)	☐	☐	☐	☐	☐	☐
11. contacted the appropriate medical personnel in case of emergency	☐	☐	☐	☐	☐	☐
12. arranged for continued supervision of other students in the class while the injured student was being attended to	☐	☐	☐	☐	☐	☐
13. recorded accurately the essential details of any injuries that occurred and first aid care administered	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart
- C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up to Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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